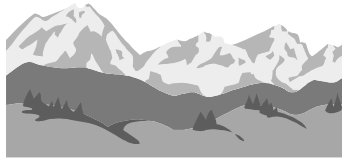


The Place Gallery:



Lesson: Characteristics of California's Regions

CA State Standards Reference: 4.1: #3

Objectives: Students will demonstrate an understanding of the physical geographic features that define places and regions in California.

Key words: region/physical region

Estimated time of completion: 3 class sessions

Materials:

- map of California's physical regions (Use a California textbook reference or check a school supply store for a poster of CA's physical regions)
- reference materials, encyclopedias, California social studies textbooks, and Internet sources; Recommended Internet source - CERES website, address: http://ceres.ca.gov/geo_area/bioregions/mapindex.html
- paper for recording information

Procedure:

Introducing the lesson: Begin by taking your students on a mental tour of your school or a well-known place in your community. Ask your students to close their eyes. Listen to your description and raise their hand when they know what you are describing. Describe a specific area of your school, such as the cafeteria or media center, by listing what is in it. (clock, tables, register, trays, etc.) Once most hands are up, call on a student to guess the area. Continue your mental tour by describing another area of your school. After that area has been correctly identified, ask how it was possible to tell the two areas apart just by the descriptions. Discuss how the sights, sounds, and smells of each area differ from the others and helped to define a specific area of the school.

1. Say, "In one day in California, you could pick fresh fruit on a farm in the morning, search for a desert tortoise in the early afternoon, ski in the mountains later in the afternoon, and watch the sun set over the ocean. California is the only state where you can do so many varied activities in so many different areas or regions." Continue to explain that a region is an area that includes a number of places which all have something in common, such as the areas of our school during our mental tour. A state is often divided into regions based on similar characteristics, such as climate, soil, plants, or physical features, including land and water features. Discuss the meaning of physical features.

Suggestion: To teach the meaning of physical features, have your students name physical features on their faces. Next have them name physical features of the Earth.

2. Showing a map of California's regions, have your students find the four main physical regions. List the regions on the board or overhead: coast, mountains, Central Valley, and desert.
3. If time permits, have your students make their own maps of California depicting the four physical regions. Provide an outline map of California for each student. Using pencils, direct students in drawing lines to define the four physical regions. Using crayons or markers, color each physical region a different color. Include a title and a map key.
4. Divide your class into groups with three or four students in each group and assign a physical region for each group. (You will most likely have more than one group for each region.)
5. Assign each student a specific subject to research in his/her region: Landforms, Climate, Plants & Animals, and Natural Resources & Products.
6. Provide paper for your students to set up a recording sheet about their subject for their assigned region. Using reference materials and/or California textbooks, instruct students to research their region for their specific information. Internet reference, CERES, is an excellent source. (If your students have limited access to a computer, print information for student use.) Direct students to record their information and include illustrations for their section.
7. Have each group develop a presentation to share its findings with the rest of the class.

Possible classroom displays of students' work titled "Our State's Regions."

Option 1: Have each student illustrate the information for his/her region on a 12" x 18" piece of paper and write a caption explaining the unique features of the region.

Option 2: Each group can incorporate their information into a mini-mural for their region.

Option 3: CA Geographic Puzzle Collage: Cut an enlarged outline map of CA into jigsaw puzzle pieces, according to each geographic region. Have each student draw the features of his/her region on a puzzle piece. Assemble and mount to make a geographic collage of California.

Extensions:

Create a travel brochure - Have students make a travel brochure for a specific tourist attraction in their region. Use Internet resources or send away for information from the local Chamber of Commerce.

Internet Activity- View the "Patterns on the Land", one of our most exciting exhibits at the Museum, on our website at www.goldenstatemuseum.org. From our home page, select the *Learning Center*. Next select the option *Patterns on the Land*. Have your students locate where they live and make comparisons with other physical regions.

At the Golden State Museum:

- ◆ Walk through the land corridor and identify which wall mural represents each of California's physical regions.
- ◆ Stand on the wooden overlook to watch a breathtaking two-story high video featuring California's physical regions called *Natural Endowment*.
- ◆ Press the *Landscape* button at our 12' computerized floor map and view the four physical regions of California to understand how natural patterns interplay with immigration trails, settlement patterns, transportation and water systems.

The People Gallery



Lesson: California, A Cultural Mix

CA State Standards Reference: 4.3: #3

Objective: Students will identify the social and cultural characteristics of different cultural groups in California.

Key words: ancestors, immigrant, culture, and traditions

Materials:

- four 9" x 9" sheets of white paper
- scissors, glue, markers, string
- reference materials
- Optional: world map, ¼" color coding dots found in office supply stores (blue, red, green and yellow)

Estimated time of completion: 4 - 5 class sessions

Procedure:

Introducing the lesson: Ask your students, "Where were you born? Where were your parents born? Do you know where your grandparents were born? Do you know where your great-grandparents were born?" Possible homework assignment: Have your students find out where their parents, grandparents and great-grandparents were born and record on the outline of the "Family History Tree." Include family member names and dates of birth, if known. Encourage them to find out the reason(s) their ancestors immigrated to California.

Follow-up/optional activity: Using a large world map, have students place a blue dot where they were born, a red dot where each of their parents was born, green dots for each of their grandparents, and yellow dots for each great- grandparent. Make classroom conclusions based on the placement of dots. (This could be developed into a school-wide project.)

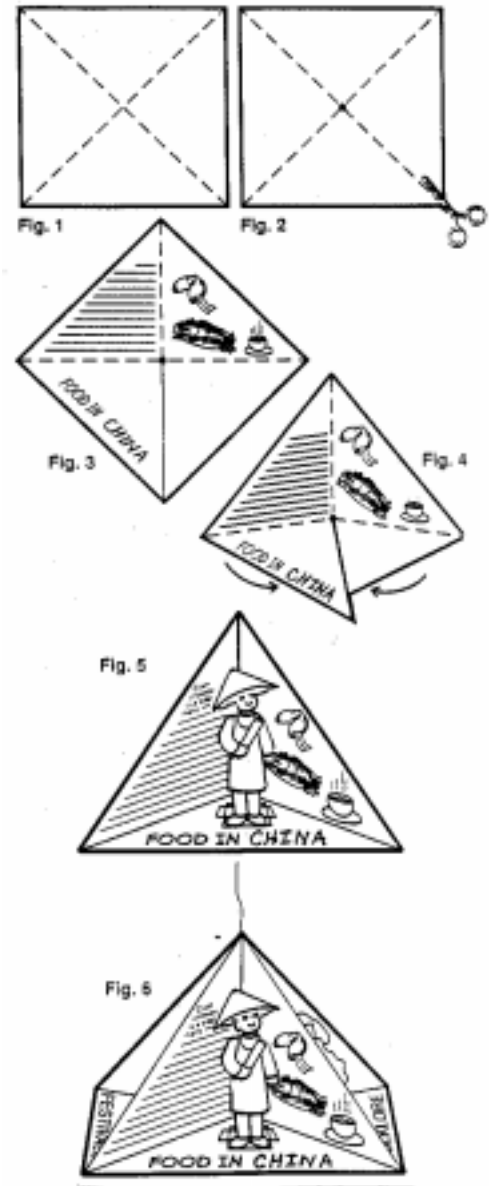
1. Explain that immigrants are people moving to a new country, usually to find a better life. Drawing from the previous information about where their ancestors came from, make a list of the various countries. You might want to add other countries represented by the immigrant population in California, such as Korea, Vietnam, Philippines, Germany, Switzerland, Poland, Ireland, Spain, Portugal, Russia, Ukraine, and African nations.
2. Guide your students into understanding that the traditions and customs of each ethnic or cultural group is what makes that group unique. Have your students share knowledge of some cultural traditions, for example, Chinese New Year, etc.
3. Divide your class into pairs and have each pair select a cultural group for further study. Using appropriate reference materials, instruct each pair to research the unique foods,

festivals and holidays, folklore and beliefs, and founding history for their group. Have them take the necessary notes or recording of information.

4. After completing the research and compiling the information, guide the class in folding their 9" x 9" sheets of paper as follows to make a 3-D culture mobile.

Directions for folding:

- Step 1: Fold a 9" x 9" piece of paper, diagonally two times. (See figure 1.)
- Step 2: Open and cut along one fold line, stopping at the center. (See figure 2.)
- Step 3: Repeat steps 1 and 2 for the other three 9" x 9" pieces of paper.
- Step 4: Write one different research section - foods, festivals and holidays, folklore and beliefs, and founding history - on each of the 9" x 9" pieces of paper. (See figure 3.)
- Step 5: In the top left triangle of each square, write a brief paragraph containing information researched for that section. In the top right triangle, draw related illustrations. (See figure 3.)
- Step 6: Overlap the two bottom triangles of each square and secure with glue or tape. (See figure 4.)
- Step 7: Optional: Use markers and scissors to create and cut out a construction paper stand-up figure for each research section. Tape or glue each figure standing upright in the appropriate section. (See figure 5.)
- Step 8: Glue the backs of the scenes together, creating a pyramid. Attach a length of string to the top of the pyramid for hanging. (See figure 6.)



Culmination: Have each group present the information contained in the mobile to the rest of the class. Hang the mobiles around the classroom for all to enjoy.

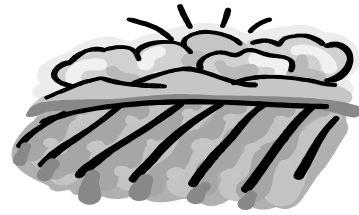
Extension: Host an international luncheon. Each child can bring a specialty dish of the cultural group researched. Invite parents and principal, etc. Include some cultural festivities from various groups as your program.

At the Golden State Museum, in the People Gallery:

- ♦ **Take a journey:** Hop aboard a vintage 1936 bus and watch a video about the personal experiences of immigrants making their journey to California.

- ♦ **Visit Dr. Yee's herbal shop:** A holographic image of a Chinese herbalist appears approximately every four minutes behind the counter of a replica of an herbal shop. This figure tells the multigenerational story of the Yee family who came to California during the gold rush.

The Promise Gallery- focuses on the continued growth of California after the gold rush.



Lesson: Golden Opportunities - Begin this lesson in the classroom and students can continue their research at the Golden State Museum by collecting information from the exhibits in the "Hall of Promise".

CA State Standards Reference: 4.4: #5

Objective: Students will classify and research three main types of industries in California: natural resource, manufacturing, and service.

Key words: industry, natural resource, agriculture, manufacturing, and service

Materials:

- California textbooks, supplemental reference materials, Yellow Pages of phone book
- Field trip reference: Hall of Promise at the Golden State Museum
- One activity sheet for each student, "California: An Industrious State"
- Crayons or colored pencils

Estimated time for completion: 3 to 4 class sessions

Background information:

An **industry** is a group of businesses that provide the making or selling of a product or service. Industries are divided into three main categories: natural resource, manufacturing and service.

Natural Resource: Natural resources are all things in the natural environment that are useful to people, such as minerals, oil, timber, water, plants, animals, and air. As our most important industry, it provides materials for three of our basic needs: food, clothing, and shelter. Agriculture, forestry, and mining are examples of natural resource industries.

Manufacturing is the process of turning materials into finished products by hand or machinery. Examples of manufactured products in California are electrical components and equipment, transportation equipment, and food processing.

Service industries are organizations and businesses that provide a service, an act of assisting or helping. Examples of services are education, health care, banking, transportation services, retail stores, film making, and tourism.

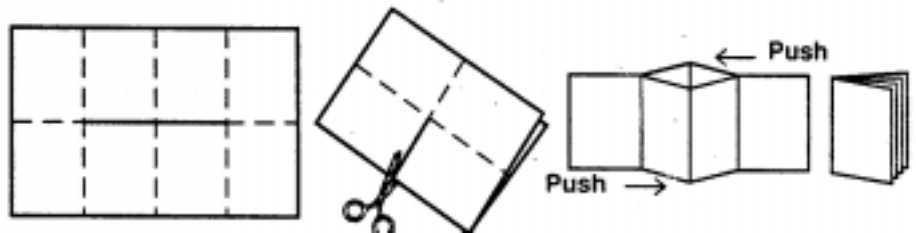
(California is the 7th largest economic power in the world.)

Procedure:

Introducing the lesson: Ask your students how their parents or guardians provide food, clothing, and shelter for their families. Guide your students to conclude that their parents/guardians work hard to earn the money that enables them to obtain these necessities. Have them recall the reasons some of their ancestors immigrated to California in the previous lesson. Some of these reasons may have been for better job opportunities.

1. Explain that people in California earn money from three major types of industries: natural resource, manufacturing, and service.
2. Write the name of each type of industry as a different heading on the chalkboard. Explain each industry in detail and list examples of products or services from each one underneath its heading.
3. Give each student two 3" x 3" post-it notes to write the occupations of two family members or adults they know on separate post-its. Have them match each occupation with the correct industry and place under the heading. Provide extra practice if necessary by having your students categorize additional occupations.
4. Take a familiar item, such as blue jeans, through stages to show that sometimes many industries are involved in a product. For example, cotton is grown on a farm as a natural resource, manufactured into blue jeans in a factory, and sold in a store as a service.
5. Explain that there are other occupations in natural resource, manufacturing, and service that provide for opportunities in our great state. Some people refer to these as "golden opportunities". Discuss the meaning of a "golden opportunity" in relation to California. Using reference materials and/or California social studies textbooks, have your students browse and take notes about California's three main industry types.
6. After your students have gathered information about California's industries, have them fold, cut, and complete their booklet with a written paragraph for each industry and appropriate illustrations. Refer to the illustration below for folding instructions.

Begin with the basic 8-section fold. Fold the paper widthwise and draw a line to divide the center two boxes. Cut along the boldface line as shown. Unfold the paper and refold lengthwise. Push in the outer sides toward the center. Fold and close the booklet.



Extensions:

- Discuss with your class what is meant by the promise of California.
- Allow your students time to express their personal goal for their "golden opportunity" in California.

At the Golden State Museum in the Promise Gallery:

Use this gallery as a student resource for this lesson: Set the stage for this lesson by completing the procedure outlined in steps 1 through 4. Then use the Hall of Promise at the Museum for an additional resource. Have your students explore the numerous exhibits in the Hall of Promise, collecting additional information about California's industries. Direct your students to record, classify each industry, and add this information to their booklets, "California: An Industrious State."

Promise Gallery

Lesson: Great Seal of the State of California



CA State Standards Reference: History/Social Sciences Analysis Skills: Research, Evidence and Point of View #2; Historical Interpretation #1

Objective: Students will identify the key elements or images in the Great Seal of the State of California and demonstrate an understanding of each element's symbolic meaning.

Estimated time for completion: 2 - 3 class sessions

Materials:

- copies of the Great Seal of California or a transparency of the Great Seal for an overhead projector
- one copy of the student activity sheet for each student (If doing cooperative group work, make a larger circle on poster board for each group.)
- various U.S. coins in good condition: 1¢, 5¢, 10¢, 25¢, 50¢ and perhaps dollar coins or plastic coins

Key Word: symbol

Procedure:

Introductory Activity -Tune up your students' observation skills with the following activity: Divide your students into pairs or small groups. Pass out a penny, nickel, dime, and quarter to each group. Allow exploration time for them to observe the special features of each coin. Magnifying lenses may be helpful. Discuss the unique features or images of each coin in small groups or as a whole class.

Coin Rubbings: Have your students place various coins under a sheet of paper. Using a crayon, make a rubbing of the front and back of several coins. Students might enjoy labeling some of the images. Collect the coins. This could be incorporated with a math lesson.

Internet Reference about images on U.S. coins: www.askjeeves.com (Type in your question. For example, "Who is on a dime?"

Extension: If possible, show your class foreign coins and make comparisons.

Great State Seal lesson continues:

1. Say, "We've observed U.S. coins with many special raised designs. California has a special large medallion that represents our state. It is called the Great Seal of the State of California. It has a raised design that combines symbolic figures, natural features, and representations of commercial activities that were important at the time it was approved by the first California Constitutional Convention in 1849. We will be taking a look at the Great Seal of the State of California shortly."
2. Continue to explain that the class will be playing a memory game. During this game, the teacher will show the Great Seal for one minute using a transparency on the overhead. After one minute the teacher will remove the Great Seal. The students will have three minutes to write down everything they can remember that appears on the Great Seal. (Please be flexible with these stated time limits and adjust accordingly to meet the needs of your group.)

At the end of the time limit for this activity, ask how many remembered 4 things on the Seal?

3. Pass out copies of the Great Seal or show a transparency of the Seal on an overhead projector.
4. Say , "Our State Seal uses a lot of symbolism, which means to use something to stand for something else. What do you think of when you see stars and stripes? Yes... The American flag. A good example of symbolism is the American flag. When we see it, we know that its stars and stripes stand for the United States of America. What do the stars represent on our flag?... What do the stripes stand for?"...

" Let's look at some of the details in the State Seal. What do you see included in the design?"

"How many remembered to write stars on your paper during the memory game? That's great. The thirty-one stars you see on the Seal symbolize the thirty-one states that made up the United States after California joined the Union in 1850. Beneath the stars is the California's state motto, **Eureka**, a Greek word that means, *I have found it*. Eureka stands for the discovery of gold. (Continue to acknowledge your students' written responses where appropriate.)

The main feature of the seal is the armored figure of Minerva, the goddess of wisdom who stands watch over California's richness. In Roman mythology Minerva was born fully-grown from the brain of her father, Jupiter. She was never a baby or child. This goddess is the perfect symbol for California, because California was not a territory for a period of time like most other states, but almost immediately became a state. Notice that this brave goddess is armed and ready to defend California if necessary."

"At Minerva's feet sits the **grizzly bear**, once numerous in California. The grizzly bear is a symbol of independence, strength and power. Grizzly bears no longer exist in California. The last one seen was in Tulare County in 1922. The **miner** in the background represents the state's mining industry and the gold rush. The **ships** in the harbor symbolize

commerce or trade with other countries. The **mountains and Pacific Ocean** represent the natural beauty of California."

"The oldest State Seal, which was hand-carved out of walnut, is hanging on a wall on the third floor in the State Capitol building."

"Why do you think our State Seal is important?"...(Answers will vary.)

"An impression of the Great State Seal is embossed on all California official government documents. Today the official Great Seal of the State of California is kept in the office of the Secretary of State, which is located in the same building complex as the Golden State Museum. The Secretary of State is responsible for embossing or pressing a raised design of the Great Seal using a machine on all of the new California laws passed by the legislature."

5. Say, "California has changed significantly since the Great Seal was adopted in 1849, over a hundred and fifty years ago."

Project:

Continue by giving your students a pretend scenario: "The governor, Gray Davis, has appointed us as members of his task force. Your job on the task force is to design a new state seal to represent California for the twenty-first century. You will need to think about what is important to the people of our state today."

6. Have your students use social studies textbooks and other reference materials to find out what is dominant and important in Californian today. Encourage them to ask their parents and other adults. (The students' knowledge gained during the previous lessons will be helpful and may be culminating during the project of a new state seal.) Have your students compile notes and make preliminary designs. If working in cooperative groups, students must come to a consensus about their ideas for a design of a new state seal.

7. Students will complete the final version of their state seal on a circular frame.

8. Display newly designed state seals in your classroom.

Alternative Project: U.S. Mint 50 State Quarter's Program

Show one or more of the new commemorative state quarters. The following quarters have been released: Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, and Virginia. View all of these quarters and find out more about them at this Internet address: <http://www.usmint.gov/50states/>

Discuss the images and the program with your students. Instead of designing a new state seal, have your students design the obverse for the California commemorative quarter.

At the Golden State Museum in the Promise Gallery:

Have your students look up at the 70' ceiling mural to analyze the artist's creative interpretation of the Great Seal of the State of California. Be sure to ask them why they think the artist used the owl in the seal instead of Minerva, and why they think there is a helmet.

Politics Gallery



Lesson: Three Branches of Government- A Balancing Act

CA State Standards Reference: 4.5: #2 and #3

Objectives:

1. Students will identify the roles of the three branches of state government and investigate the balance of power among these branches.
2. Students will learn the purpose of the state constitution as a founding document for our state government.

Key words: law, bill, veto, legislative, assembly, senate, executive, judicial, chamber

Materials:

- 1 sheet of 8½" x 11" white paper for each student
- 1 poster board triangle and 1 marble for each group of three students
- 1 copy of the triangle puzzle for each student on 12" x 18" tag board or reduce to fit on 8½" x 11" white copy paper
- scissors and glue

Estimated time for completion: 2 class sessions

Teacher Prep Notes: Using poster board, cut a triangle, one foot per side, for each group of three students. In the center of each triangle, draw a circle with a diameter of six inches.

Introduction Activity: Divide your class into groups of three. In a large area with enough room for movement, have each group member hold a corner of his poster board triangle, keeping it as level as possible. Next, place a marble inside the circle on each group's triangle. Have each group move across the room to a predetermined destination. Direct each trio to try to keep its marble inside the circle the entire time. Caution your students that they will have to work together as a team, since one person alone can not keep the triangle level.

After this demonstration, have the class discuss the difficulty of keeping the marble inside the circle. Explain that our state government has three branches that work together to balance the power.

1. Tell your students that they are going to draw a tree that represents our state government. Have your students take a sheet of white paper and placing it vertically on their desk, draw a line across the bottom to represent the ground. (Draw along with your students on the chalkboard or the overhead.) Next have your students draw along with you to make a tree similar to figure 1. See the diagram page at the end of this lesson. Below the trunk of the tree have your students write the word **Constitution** to represent the roots of the tree and symbolize the foundation of our state government. Explain that California's first

Constitution written in 1849 listed the rules and duties for the government. This document provides the "roots" of our state government.

2. Label the trunk "**government.**" (See figure 2.) Ask your students what they think the word government means. Discuss the meaning of government... What kind of "government" structure do you have at your school?
3. Starting with the center lower branch, label it, "**Legislative.**" (See figure 3.) Ask your students, "What is a law? Explain that the legislative branch is made up of lawmakers elected by the citizens of California. Members of the legislative branch, called legislators, write bills or ideas for laws that they think will help the citizens of California. Some legislators will be for the bill, and some will be against it. They will debate the good and bad points before taking a vote.
4. The legislative branch is divided into two separate departments or what is referred to as houses. Label each secondary branch, "**Senate**" and "**Assembly.**" (See figure 4.) Continue by explaining the assembly is made up of 80 assemblymen and the senate has 40 senators. The motto in the Assembly Chamber at the State Capitol in Sacramento translates as, "It is the duty of the Legislators to pass just laws." The motto in the Senate Chamber translates as, "It is the duty of a Senator to protect the liberty of the people." Ask, "How are their goals or missions different? How are they the same?"

Explain that a bill can originate in either the Senate or Assembly. Once it passes in the house where it started, it goes to the other house for study and approval. A bill must pass in both houses before going to the governor for approval.

5. Label the left branch "Executive." (See figure 5.) Explain that the **executive branch** is made up of departments that make sure the state laws are carried out. For example, there are departments working to solve problems about the state's smog. The governor is the highest official in state government. Once a bill has passed in the Assembly and Senate, it goes to the governor for his signature of approval. The governor can choose not to sign the bill or veto it. After 12 days the bill automatically becomes a law without the governor's signature. Most laws take effect on the first day of the following year.

Ask the following:

"Do you remember who is in charge with embossing the new laws with the Great Seal?"

"Who is the governor of California? Where do you think his office is located?"

6. Label the right branch "Judicial." (See figure 6.) Explain that the **judicial branch** is made up of courts and judges. If people think a new law is not fair, they have the right to challenge the law in court. California courts decide if a law is fair according to our state's Constitution. If a law is decided unfair, the law is eliminated. The state courts have trials for people accused of breaking state laws, and the judges decide their punishment. The Supreme Court heads the judicial branch, as the state's highest court.

7. Conclusion: Ask your students how the "Three Branches of Government " have to work together for the benefit of the citizens of California? Why is this a balance of power? How do citizens take part in state government?

Part II - 2nd Day

Procedure:

1. Review the names of the three branches of government. Ask your students how the requirement of wearing a bicycle helmet became a law. What is the role or power for each branch of government on this issue?
2. Explain that they will be sorting shapes with phrases of government officials or powers of each branch. Cut out the shapes and match each one to the correct branch of government. Fit the pieces in place to make a puzzle.

After your students have completed the activity, discuss the answers as a class.

Answer Key:



Extension: Find out the districts and current legislators in your area. Have your class write to their Assembly member or Senator about an issue that interests them. To find out your representatives, call your county's Voter Registration office. This office is listed in the Government section of the white pages in the phone book.

At the Golden State Museum, be sure to see and do the following:

- ♦ **Checks and Balance Challenge** - Students can test their knowledge and skill during this computer-based program to shepherd a bill through the branches of government to become a law.
- ♦ **California's State Constitutions (1849 and 1879)** - Discover the uniqueness of these founding documents and the important issues.
- ♦ **Constitution Wall** - At this monumental and inspiring outdoor wall sculpture showcasing thirty-six words from the preamble of the 1879 Constitution, experience the artists' use of changing light and color to symbolize the Constitution as a "living" document. (Our state Constitution has changed over 350 times and is ten times longer than the U.S. Constitution.)

Politics Gallery



Lesson: Psyched on State Symbols

CA State Standards Reference: Historical/Social Sciences
Analysis Skills: Research, Evidence and Point of View #2

Objective: Students will identify state symbols and their connections to California in the past and present.

Materials:

- reference materials on CA state symbols;
Internet reference address: <http://www.library.ca.gov/history/cahinsig.html>
- one piece of 6" x 12" white construction paper for each student

Key words: symbol, emblem

Estimated time of completion: 2 - 3 class sessions

Procedure:

Introducing the lesson: Ask your students to describe the flag of the United States. Next ask them to explain what each strip on the flag might represent. Next ask your students what each star represents. Explain that the flag is a symbol of the United States that represents its unique characteristics. Symbols, or sometimes called emblems, communicate a fact or idea. Have your students name other symbols and what they represent.

1. Continue by explaining that countries have national symbols, some are official and some are not. The Statue of Liberty, the bald eagle, and Uncle Sam are symbols of the United States. Each state in the United States has its own symbols to represent its special qualities. Some state symbols that are commonly recognized include a state bird, song, tree, flag, and flower.
2. Have your students name some of the California state symbols that they are familiar with. Prompt them if necessary by asking them the state bird, animal, tree, etc. Write the category and the corresponding symbol on the board.
3. Challenge your students to learn more about your state's symbols by researching our state symbols. Have each student or pair of students select one state symbol and after researching information, write a brief paragraph about one of California's state symbols. Have them find out the significance of the symbol, interesting facts, and when the symbol was adopted by the state legislature as an official symbol.

Examples of state symbols: state seal, state flag, state colors, state motto, state nickname, state animal, state bird, state flower, state tree, state fish, state reptile, state fossil, state gemstone, state song, state dance, state folk dance, state insect, state marine fish, state

marine mammal, state prehistoric artifact, state rock, state soil, state theater, state fife and drum corps, and state poet laureate

4. Next direct your students to create a poster featuring one or two interesting facts about the symbol along with an illustration.

Extensions:

CA State License Plates: Draw attention to the special characteristics of California by having each student create a license plate incorporating three state symbols. Provide each student with a 6" x 12" inch piece of white construction paper to design a commemorative plate. Display the completed license plates on a bulletin board title "Celebrate Our Great State."



New State Symbol: Encourage your class to brainstorm another category for a new official state symbol. For an example, a state fruit. Have your class name fruits grown in California and list on the board. Have your class act as a one of the houses of the state legislature and form committees to research the different fruit. (Optional: Work on this project with another 4th grade class. One class could be the assembly and the other the senate. Elect a "4th grade governor of _____ School"). After completing the research, have a committee member from each group make a persuasive presentation to the class about why a particular fruit would be the best official state fruit. After the presentations, conduct a class vote. Send the winning idea to the other house (4th grade) for their vote. If approved, submit to the "4th grade governor" for his signature or veto.

At the Golden State Museum:

- ♦ **Throughout the Museum, have your students be on the look out for California state symbols.** We have representations of poppies, redwoods, grizzly bears, a desert tortoise, a golden trout, the Great State Seal, and *of course*, our state's nickname - "The Golden State."
- ♦ **State Symbol Hands-on Station in the Politics Gallery** - Students can use our rubber stamps to make a booklet of California's state symbols.

Puzzle Pieces for "A Balancing Act"

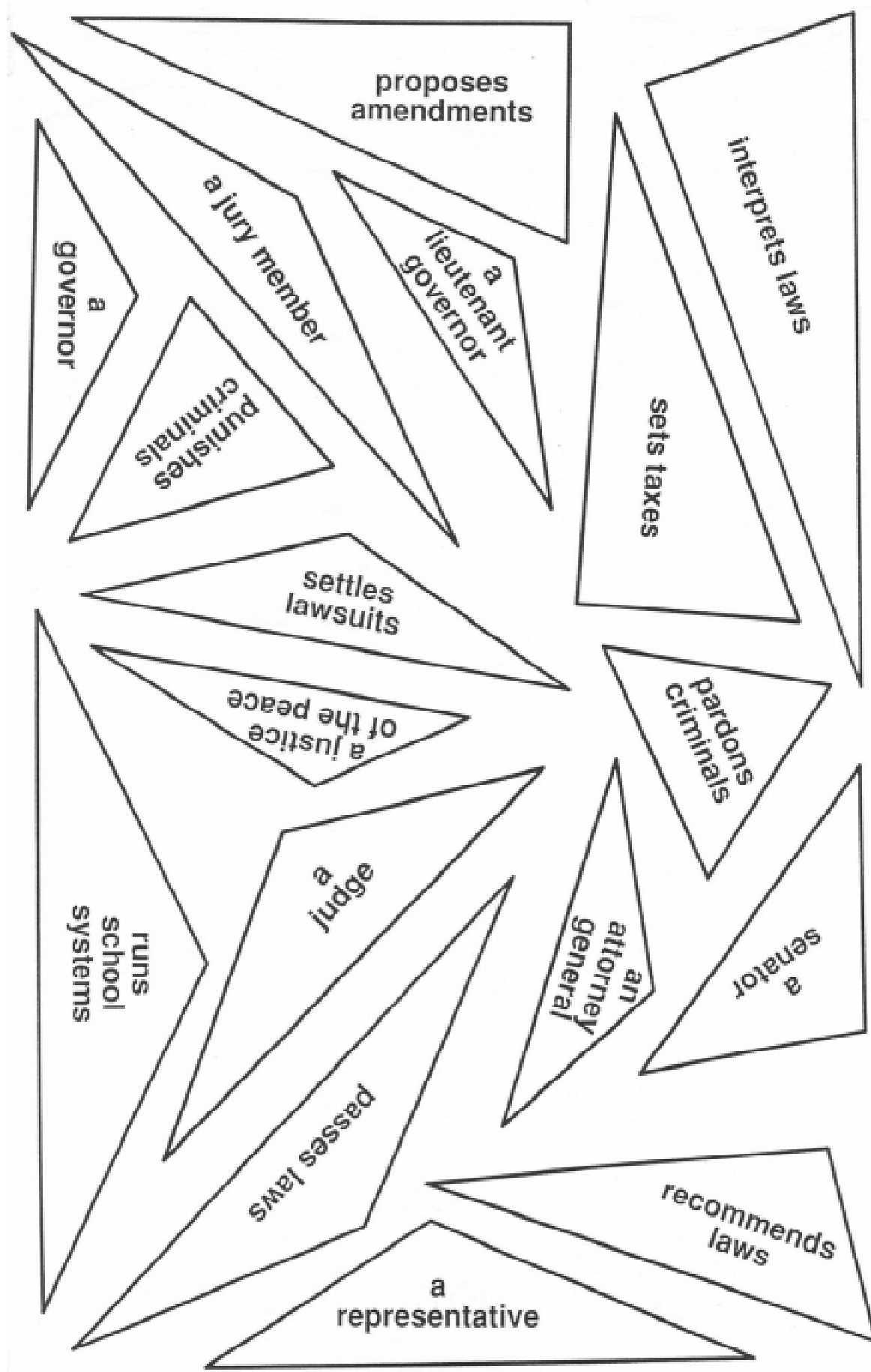


Figure 1



Figure 2

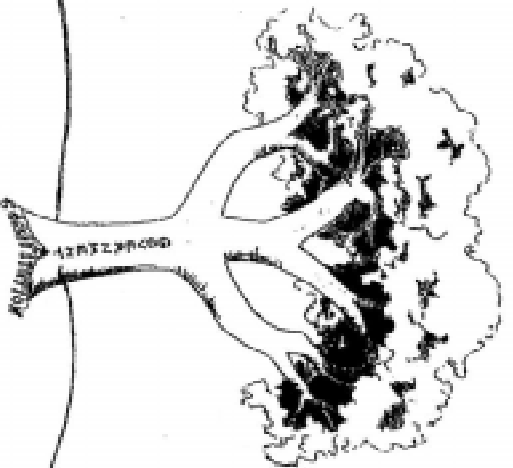


Figure 3



Figure 4

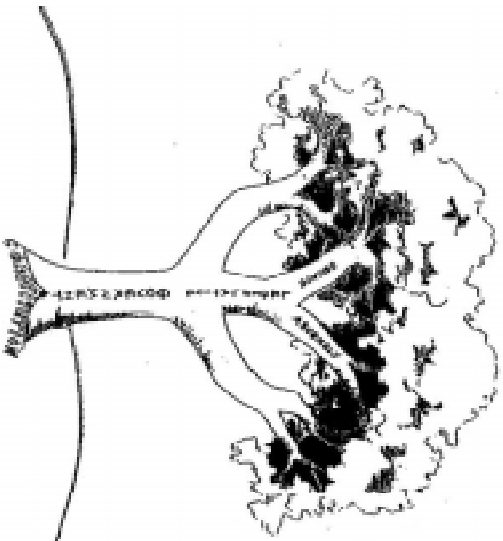


Figure 5

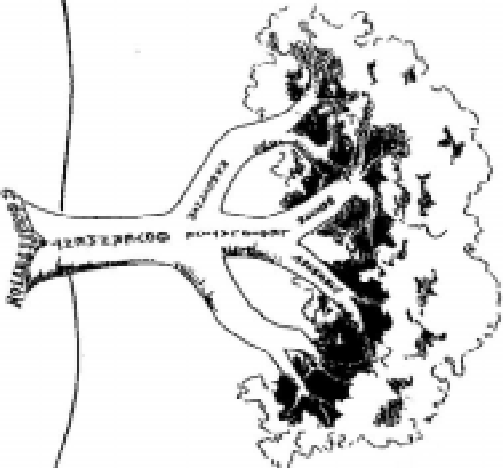
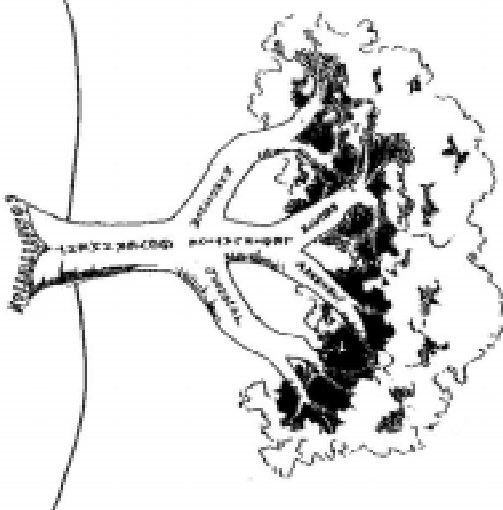


Figure 6



How to Draw a Tree with the Three Branches of Government